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ABSTRACT

The first phase of development of the contemporary 2-year college established the transfer or pre-professional goal, the second phase initiated the additional goal of occupationally-oriented education of a post-high school level and the third phase introduced the goal of community service. Ideally the public 2-year college should offer diverse curricular programs (transfer, occupational-associate degree and occupational-certificate), have guidance and counseling readily available, and provide special services for remedial and continuing education students. A representative sample of public 2-year colleges was studied with respect to admission policies, counseling services and curricular programs. The results of a survey examining the extent to which public 2-year colleges are conforming to this ideal model indicated that almost all 2-year colleges fulfill the guidance and counseling standard, but little over half of the colleges have the curricular offerings and admission policies expected of public 2-year colleges. Much more effort must go into encouraging and assisting these schools in widening their doors to new students and developing remedial education. (MN)

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IN PUBLIC TWO-YEAR COLLEGES

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A DESCRIPTIVE ANALYSIS OF CURRICULAR OFFERINGS IN PUBLIC TWO-YEAR COLLEGES

Introduction

The emergence of the public comprehensive community junior college¹ represents one of the most significant developments in American education in recent decades. Hailed as "Democracy's college," this institution has become the most rapidly growing form of American post-high school education. (Eckert, 1959: 83) From 390 public institutions in 1959, to 452 in 1964, to over 794 in 1969, the number of junior colleges has recently been growing at the rate of 50 per year, a rate which is predicted to continue through the foreseeable future. (Harper, 1970: 8) More importantly, existing institutions are expanding at a rate which is likely to double or triple their enrollments within the next decade. (Gleazer, 1967: 83) It has been predicted that by 1980, half of the students beginning higher education will do so in junior colleges. (Gleazer, 1967: 147)

The Problem

During this period of relatively rapid growth, there has been a concerted effort in the community college movement towards the development of the comprehensive community junior college. The purpose of this paper is first to briefly describe the historical development of the public two-year college in this country, the development of the junior college

¹Hereinafter used synonymously with the term community junior college and open-door college.

"Establishment," and the Establishment's definition of the community junior college concept. The second major objective of this paper is to empirically examine the extent to which public two-year colleges in this country are comprehensive in their curricular offerings.

Historical Development

Thornton divides the historical development of the community junior college movement into three periods, the first encompassing the years 1850 to 1920. (Thornton, 1966: 46-56) As early as 1852, Henry Tappan, then President of the University of Michigan, suggested that the initial two years of college were not truly collegiate, but were the capstone years of secondary education. (Brick, 1964: 19) He, along with such other educational leaders of the period as William Rainey Harper, David Starr Jordan, William W. Folwell, Richard H. Sesse, and Alexis F. Lange, encouraged the establishment of two-year units in high schools throughout the West and Midwest as thirteenth and fourteenth grades parallel to freshman and sophomore years of colleges and universities. (Blocker, 1965: 24) The intent of these leaders was to enable American institutions of higher learning to become "pure universities," after the German model, by relegating all lower-division work to those two-year units and admitting to the university only those who completed the fourteenth year. (Hillway, 1958: 34)

As a consequence of such efforts, many junior colleges founded during this period were extensions of secondary or normal schools. (Fields, 1962: 18-20) Other junior colleges, however, were developed from institutions of higher education, i.e., from weak four-year colleges and seminaries or as divisions of universities (e.g., the University of Chicago). (Reynolds,

1965: 3-5; Blocker, et.al., 1966: 24; Fields, 1962: 23) By 1921, 207 junior colleges, 70 public and 137 private, had been established. The newly formed American Association of Junior Colleges (1920) defined these institutions as "offering two years of instruction of strictly collegiate grade." (Thornton, 1966: 51)

Thus, in the first phase of the junior college movement two characteristics stood out: (1) an emphasis primarily on a pre-professional preparatory function for transfer to the third year of senior institutions and (2) organizational roots and/or affiliations both in universities and in secondary school systems.

The second phase of development, encompassing the years 1920-1945, was noted primarily by the expansion of occupationally oriented programs within junior colleges. Thornton (1966: 51) reports that by 1925 the American Association of Junior Colleges had expanded its definition of junior colleges to include vocational education "on a level appropriate for high school graduates." There were by this time over 400 terminal-occupational courses in junior colleges. This number increased to 1600 by 1930 and to over 4000 by 1941. (Thornton, 1966: 52)

The explanation advanced for the rapid increase of vocational courses was stated in terms of the national economy. (Thornton, 1966: 53) Initially, the widespread unemployment of the depression years encouraged the development of occupational education in order to give selected individuals a competitive advantage in the job market. Later, increasing automation in industry and commerce required workers with higher levels of technical skills which could be provided by junior college technical programs. (Fields, 1962: 118-130; Thornton, 1966: 53; Brick, 1964: 118-130) Such programs

began developing in junior colleges instead of in technical-vocational schools through the successful efforts of men who made the assumption that junior colleges could combine general with vocational education more effectively. Their efforts were facilitated by clients desiring the prestige associated with attending college. Through such developments, junior colleges advanced into activities which were neither higher nor secondary education, and, therefore, began to achieve a separate identity and a unique set of purposes. (Thornton, 1966: 53; Fields, 1966: 94-95)

It was not until after 1945, however, that the third phase of development, the establishment of the community college concept, became prominent. This phase, which added adult education and community services to the goals of the junior college, was initially prompted by the decrease in enrollment after the outbreak of the second world war and by the stimulation provided by the nationwide emphasis on training for defense work for colleges to become engaged in community activities. (Thornton, 1966: 53) According to Thornton (1966: 53), such offerings "proved so valuable to so many segments of the population... that the colleges continued and developed them after the war."

In summary, then, the first phase of development of the contemporary junior college established the transfer or pre-professional goal, the second phase initiated the additional goal of occupationally oriented education of a post-high school level, and the third phase introduced the further goal of community service.

The "Establishment" and the Normative Consensus

Throughout these developments an "Establishment,"¹ instrumental in creating the movement, in providing its direction, and in influencing the founding and orientation of new public junior colleges, arose. The most apparent origins of the Establishment go back to 1920 when the United States Commissioner of Education called all available junior college representatives together in St. Louis. The thirty-four representatives who attended that meeting agreed to organize a national association, an objective realized the following year in Chicago with the founding of the American Association of Junior Colleges (AAJC). The objectives for the organization, as stated by its constitution, were as follows:

The purposes of this organization shall be to stimulate the professional development of its members, to promote the growth of junior colleges under appropriate conditions, to emphasize the significant place of the junior college in American education, and to interpret the junior college movement to the country. (AAJC Constitution, 1939)

The Association, through the work of its directors and staff, and through the publication of the Junior College Journal (founded in 1930), has served as the spokesmen for the interests of junior colleges, private as well as public. Other members of the Establishment, most of whom belong to the AAJC, include in addition to the officials of AAJC, consultants and university professors in junior college education, specialists in junior colleges in the United States Office of Education and in state departments of education, and leading junior college administrators. (Friedman, 1966: 417)

¹As the reader will recall, the term Establishment, as used here, refers to that group of "prime movers" of educators who have persuasive as opposed to legal or political influence or control.

According to Friedman, this Establishment has developed a clear-cut normative consensus within its ranks as to what ought to be the mission and nature of the modern public community junior college. The major elements of the consensus have been most recently summarized by the Carnegie Commission on Higher Education as including (1) transfer or pre-professional education, (2) occupational education, (3) general education for all students, (4) community service, including continuing education, (5) the guidance and counseling of students, and (6) remedial education. (Carnegie Commission, 1970: 17)

The transfer or pre-profession element has been the traditional goal of the junior college and is designed to prepare students for transfer into the third year of a senior institution. Occupational education includes technical-vocational courses and programs of two years or less at either a semi-professional or trade level. The objective, consistent with the community orientation, is to prepare students to enter selected para-professional occupations, particularly those important locally. General education refers to a common core curriculum designed to prepare all students for civic responsibilities and for "creative participation in a wide range of life activities." (Thornton, 1966: 62) Community services reflects further the responsiveness of the college to community demands for particular courses and programs of a non-vocational nature, for the use of college facilities by community groups, and for the use of college faculty as consultants and speakers in the community. Remedial education is for students who enter the open-door college with inadequate academic preparation for college. The guidance and counseling of students is a particularly important element of the consensus for it is directly

related to what is considered by movement leaders to be the specific task of the junior college, i.e., that of serving a student clientele characterized by widely varying ambitions, backgrounds, and abilities. Higgins and Thurston (1963: 25) express the particular importance of this element as follows:

Since the senior colleges and universities appear to be primarily concerned with students whose scholarly bent is already demonstrated, the role of the junior college becomes clearly that of sorting, identifying, and developing potential; of helping students to clarify their goals; and of assisting them in developing the comprehensive skills which will enable them to move successfully to a senior institution or into the mainstream of community participation.

As indicated, the consensus holds that the community junior college is a student-oriented institution. Beckes (1964: 26) further explicates this philosophy when he maintains that:

Every student who attempts post-high school education must be accepted at his own level of development and advanced from that point with the expectancy that he will attain an educational objective that will be meaningful to him and enable him to make a worthy contribution to society.

Therefore, since the junior college as defined by the Establishment may be characterized by an open admissions policy, by comprehensiveness vis a vis breadth of purpose and curricula, and oriented to the community and student, leaders of the junior college movement maintain that such institutions have a unique role and place on the American educational scene. (Fields, 1962: 63-95; Blocker, et.al., 1965: 34) The Executive Director of the AAJC, arguing that public junior colleges form a new social invention, stated:

The community college has its most productive development not when it is conceived of as the first two years of the baccalaureate degree program, nor when seen as grades

thirteen and fourteen, but as an institution in its own right--a new kind of college--standing between the high school and the university--offering broad programs of experiences of value in and of themselves, neither post-high school as such or pre-college as such. (Friedman, 1966: 417)

According to the junior college movement leadership, the comprehensive public community junior college concept is becoming accepted by other educators and by the public at large. (Deyo, 1963: 6) Indeed, new public junior colleges springing up over the country have a manifest intent to foster multiple-purpose programs, (Friedman, 1966: 418), an intent which is written into law in many states (e.g., Illinois and Florida) developing state wide master plans for higher education.

We will now turn to the second major purpose of this report--the empirical examination of the extent to which public two-year colleges have those comprehensive curricular offerings characterizing ideal-typic community colleges.

Methodological Considerations

Given the foregoing discussion of the ideal-typic community junior college, our methodology focused on surveying a representative sample of public two-year colleges with respect to their admissions policies, their counseling services and their curricular programs.

A pre-coded questionnaire (see Annex A) was developed for this study and sent to the chief administrative officer of those public two-year institutions participating in the annual research on "National Norms for Entering College Freshmen" conducted by the American Council on Education (ACE). The ACE data bank contains 53 public and private two-year colleges. Some 35 stratification cells were devised by ACE for all institutions of

higher education in the United States. (See Table 1) These stratification cells are based upon type of institution (e.g., university, four-year college or two-year college) and type of control (public or private). Two additional variables used in stratifying the institutions were those of affluence and selectivity.¹

As one may note from Table 1, sampling from the stratification cells for two-year colleges was disproportionate to the population of those cells. Consequently, the data obtained from institutions in the various stratification cells are differentially weighted. The number of institutions in each stratification cell, the cell weight applied to each institution as a consequence of residing in that cell, and the sample response of this study by stratification cell are also given in Table 1.² In order to illustrate representativeness to the population of all public two-year colleges in the United States, the data reported in the following section are based upon the weighted "N" as opposed to the actual "N."

¹ACE defines affluence as the per student expenditure for educational and general purposes. Selectivity is defined by the Median Standard Scores in the National Merit Qualifying Test taken by those high school juniors in the spring of 1966 who gave the institution as their first college choice. The rationale for this sample design may be found in the ACE national norms report (Creager, et.al., 1968b) and in an ACE special report (Creager, 1968a).

²The sample response for this study was a 92% return. One advantage of the stratification design developed by the ACE research division is that it allows us to more reasonably assume that no severe biases obtain, given a high response rate. In other words, since we have controlled the most crucial factors which differentiate institutions, institutions within stratification cells are, for all intents and purposes, interchangeable.

TABLE 1

1970 ACE AND CURRENT STUDY SAMPLE STRATIFICATION CELLS
AND WEIGHTS FOR TWO-YEAR COLLEGES

Cell Definition	Population	Number Used In ACE Norms	Sample Response to Current Study	Cell Weights ¹
Selectivity less than 400	85	12	11	8
Selectivity 400 or more	116	9	9	13
Expenditures less than \$999	184	9	8	23
Expenditures \$1000 or more	84	9	8	11
Selectivity and Expenditures Unknown	516	11	11	47
Predominantly Black	17	3	2	9

¹This weight is the ratio between the number of institutions in the population within the stratification cells and the number of institutions in the sample corresponding to those cells.

Data Analysis

The analysis of data centers around those items of the survey questionnaire involving admissions policies, admissions requirements, counseling services and enrollment in curriculum programs of public two-year colleges in this country.

Admissions Policies

Almost one-hundred percent (98.8%) of our respondents in public two-year colleges indicate that they have open admissions for in-district students. (See Table 2) However, 70% of these respondents require a high school diploma or equivalent, 32% have a minimum age requirement, 19% require test scores, 9% require an interview, 10% require a letter of recommendation, and 37% require a physical examination. (See Table 3) Thirty-four percent of public two-year colleges require only a high school diploma or equivalent; seven percent have only an age requirement. Sixty-four percent require both a high school diploma (or equivalent) and a minimum age, but make no other requirements.

Counseling Services

Almost all public two-year colleges have some form of personal counseling services, academic counseling services, and vocational-occupational counseling services. (See Table 4) In addition, 93% of these colleges have job placement counseling services and 69% have job placement follow-up counseling services. These statistics may be compared with private two-year colleges in the ACE data bank sample. Of the private institutions, only a little over 65% indicate that they provide vocational-occupational counseling and only a little over 50% indicate that they have

TABLE 2

STATED OPEN ADMISSIONS FOR IN-DISTRICT, OUT-OF-DISTRICT, AND
OUT-OF-STATE STUDENTS IN PUBLIC TWO-YEAR COLLEGES

Public Two-Year Colleges Having Stated Open Admissions For	Per Cent Affirmative	Weighted N
In-District Students	98.8%	639
Out-of-District Students	86.9%	562
Out-of-State Students	83.3%	539

TABLE 3
ADMISSIONS CRITERIA FOR PUBLIC TWO-YEAR
COLLEGES

Admission Criteria	Per Cent Affirmative	Weighted N
High School Diploma or Equivalent	69.7	451
Minimum Age	32.0	207
High School Grade Average	0.0	0
Test Scores	19.3	125
Interview	8.7	56
Letter of Recommendation	9.9	64
Physical Examination	37.2	241
Require high school diploma of certificate only	34.0	220
Require minimum age only	7.3	47
Require only high school diploma or minimum age	65.5	411

TABLE 4
COUNSELING SERVICES AT PUBLIC TWO-YEAR COLLEGES

Counseling Services	Per Cent Affirmative	Weighted N
Personal Counseling	98.3	636
Academic Counseling	98.3	636
Vocational-Occupational Counseling	98.3	636
Job Placement Counseling	92.7	600
Job Placement Follow-Up Counseling	68.6	444

job placement counseling. Furthermore, only a little over 20% of the private institutions indicate that they have job placement follow-up counseling. In summary, some 93% of public two-year colleges indicate that they have personal, academic, vocational-occupational, and job placement counseling. This is in comparison to approximately 38% of private two-year colleges which have all of those services.

Curricular Offerings

Every public two-year college surveyed has an academic transfer program, and an occupational associate degree program. In addition, a little over 90% of the public two-year colleges indicated that they have an occupational certificate program. Slightly over 80% of the public schools in our sample have a continuing education program; and almost 60% indicated that they have students enrolled in developmental, preparatory or remedial programs. (See Table 5) Three percent of the public schools in our sample have only transfer and associate degree occupational programs, and slightly over 20% of our sample have a transfer, occupational-associate degree, occupational-certificate and continuing education programs. Fifty-five percent of our sample of public two-year colleges have all of the occupational programs typically associated with the ideal-typic community college, i.e., academic, occupational-associate degree, occupational certificate, continuing education, and developmental programs.

A little over 70% of all public two-year colleges in this country are only one hour's traveling distance from a post-secondary vocational-technical institute. It is interesting to note that of those public two-year

TABLE 5
CURRICULAR OFFERINGS IN PUBLIC TWO-YEAR SCHOOLS

Curricular Offerings	Per Cent	Weighted N
Academic (transfer or preprofessional)	100.0	647
Occupational (Associate Degree)	100.0	647
Occupational (Certificate)	91.0	589
Continuing Education (Adult, Special Interest Courses)	83.9	543
Developmental, Preparatory, or Remedial	58.9	381
All of the Above	55.6	360

colleges which have an occupational-certificate program, slightly over 60% are also within one hour's travel distance of a post-secondary vocational-technical institute. Of those public institutions which do not have an occupational certificate program (approximately 9% of our sample), slightly over half (53%) are within one hour's travel time of a post-secondary vocational-technical institute.

Distribution of Comprehensive and
Non-Comprehensive Two-Year Colleges

The majority (52%) of public comprehensive two-year colleges are located in the rural areas of our nation. One-third of the public comprehensive two-year colleges are located in the central city of our major metropolitan areas and the remainder (13%) are located in the suburbs of our metropolitan areas. Those public two-year colleges which are not characterized by comprehensive curricula offerings also heavily pre-dominate the more rural areas of our nation in that close to 60% of such schools are in non-SMSA areas. Only 14% of the non-comprehensive two-year colleges are in central cities; but close to 30% are in the suburban areas. (See Table 6)

As may be inferred from the analysis above, by far the greatest percentage of public non-comprehensive two-year colleges are in communities containing a population of less than 60,000. In contrast, these same communities have only slightly over one-third of the public comprehensive two-year colleges. As one may observe from Table 7, public comprehensive two-year colleges distribute themselves fairly evenly in the three community size categories noted (up to 60,000; 60,000 to 1 million; 1 million to 2 million), whereas only 10% of the public

TABLE 6
DISTRIBUTION OF PUBLIC COMPREHENSIVE¹ AND NON-COMPREHENSIVE
TWO-YEAR COLLEGES BY COMMUNITY SETTING

Community Setting	Public Comprehensive Two-Year Colleges		Public Non-Comprehensive Two-Year Colleges	
	Per Cent	Weighted N	Per Cent	Weighted N
SMSA - Fringe	13.1	47	27.5	79
SMSA - Central City	34.7	125	13.6	39
Non-SMSA	52.2	188	58.9	169
Total	100.0	360	100.0	287

¹A two-year school is considered comprehensive if it has all of following curricular offerings: academic, occupational-associate degree, occupational-certificate, continuing education, and remedial.

TABLE 7

DISTRIBUTION OF PUBLIC COMPREHENSIVE AND
NON-COMPREHENSIVE TWO-YEAR COLLEGES BY COMMUNITY SIZE

Community Size	<u>Public Comprehensive Two-Year Colleges</u>		<u>Public Non-Comprehensive Two-Year Colleges</u>	
	Per Cent	Weighted N	Per Cent	Weighted N
1 million - 2 million	31.4	113	31.0	89
60,000 - 1 million	32.5	117	10.1	29
up to 60,000	36.1	130	58.9	169
Total	100.0	360	100.0	287

non-comprehensive two-year colleges are in the 60,000 to 1 million community size category and 30% are in the 1 million to 2 million size category.

Summary, Conclusions, and Implications

The first section of this paper reviewed the history of the development of the public two-year college in this country. The emphasis in this section was that the public two-year college in its ideal-typic form should be an institution characterized by diverse curricular offerings (transfer, occupational-associate degree and occupational-certificate), with a heavy emphasis on guidance and counseling, as well as an emphasis on remedial and continuing education. The purpose of this paper has been to empirically examine the extent to which public two-year colleges are indeed conforming to the ideal-typic community college model. Utilizing a stratified sampling design developed by the research staff of the American Council on Education, the analysis noted above may be considered (subject to the normal limitations of survey research) as representative of all public two-year colleges in this country.

It is praiseworthy that the public two-year colleges in this country generally fulfill the guidance and counseling services which characterize the ideal-typic community college. As noted in the analysis, almost all two-year colleges have personal, academic, vocational-occupational, and job placement counseling. This finding is encouraging, as counseling, particularly in an institution characterized by such a variety of student interests, aptitudes and abilities, is critical.

The discouraging element in our results is that only a little over half of the public two-year colleges in this country have the curricular offerings and admissions policies expected of community colleges. For example, only fifty-five percent of these institutions have comprehensive curricular offerings and only fifty-nine percent have programs of remedial education. Too, although almost all public two-year colleges state that they have an open admissions policy, almost thirty-five percent of these institutions require more than a high school diploma (or its equivalent) or some minimum age standard for admission.

If public two-year colleges in this country are to fulfill the mission and function of community colleges, much more effort must go into encouraging and assisting these schools in widening their doors and in developing programs of remedial education. Certainly the movement has come a long way--but it still has quite a way to go.

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APPENDIX A
QUESTIONNAIRE

Survey of Two-Year Programs
for the Academically Disadvantaged

PART I. BASIC INFORMATION

Please indicate your response by circling the appropriate number.

- | | | |
|---|-----|----|
| 1. Does your institution have an open admissions policy | YES | NO |
| a. for in-district students | 1 | 2 |
| b. for out-of-district students | 1 | 2 |
| c. for out-of-state students | 1 | 2 |
| 2. Which of the following are required for admission to your institution? (Please circle <u>all</u> that apply) | | |
| a. High school diploma or equivalent | 1 | 2 |
| b. Minimum age (_____) | 1 | 2 |
| c. High school grade average (_____) | 1 | 2 |
| d. Test scores | 1 | 2 |
| e. Interview | 1 | 2 |
| f. Letter or recommendation | 1 | 2 |
| g. Physical examination | 1 | 2 |
| h. Other (please specify) _____ | 1 | 2 |
| 3. Does your institution have any of the following counseling services? | | |
| a. Personal | 1 | 2 |
| b. Academic | 1 | 2 |
| c. Vocational-occupational | 1 | 2 |
| d. Job placement | 1 | 2 |
| e. Job placement follow-up | 1 | 2 |

Please answer questions 4 through 9 either from your records or from your general knowledge. Please enter "0" if the answer is none. (It is not necessary to make a special survey for this study.) Indicate the accuracy of your answer by circling one of the following:

A -- VERY ACCURATE

B -- REASONABLY ACCURATE

C -- ROUGH ESTIMATE

Accuracy
Estimate

4. In the Fall of 1970, how many students (full-time and part-time) were enrolled in your institution? _____

A B C

Of this number, what percent were enrolled in the following curricular programs:

a. Academic (transfer or preprofessional)

_____ % A B C

b. Occupational (associate degree)

_____ % A B C

c. Occupational (certificate)

_____ % A B C

d. Continuing Education (Adult, special interest courses)

_____ % A B C

e. Developmental, Preparatory, or Remedial

_____ % A B C

5. During the 1969-70 academic year in the TRANSFER program, what percent of your students (full-time and part-time)

Accuracy
Estimate

- | | | | | |
|---|---------|---|---|---|
| a. transferred to another college | _____ % | A | B | C |
| b. transferred to the OCCUPATIONAL curriculum | _____ % | A | B | C |
| c. withdrew for employment related to their schooling | _____ % | A | B | C |
| d. withdrew for employment not related to their schooling | _____ % | A | B | C |
| e. withdrew because of academic failure | _____ % | A | B | C |
| f. withdrew for other reasons | _____ % | A | B | C |

If your institution has no OCCUPATIONAL program, please skip to question 7.

6. During the 1969-70 academic year in the OCCUPATIONAL program (degree and certificate), what percent of your students (full-time and part-time)

- | | | | | |
|---|---------|---|---|---|
| a. transferred to another college | _____ % | A | B | C |
| b. transferred to the TRANSFER program | _____ % | A | B | C |
| c. withdrew for employment related to their schooling | _____ % | A | B | C |
| d. withdrew for employment not related to their schooling | _____ % | A | B | C |
| e. withdrew because of academic failure | _____ % | A | B | C |
| f. withdrew for other reasons | _____ % | A | B | C |

7. In the Fall of 1970, how many MINORITY GROUP* students (full-time and part-time) were enrolled in your institution?

_____ A B C

If your institution has less than 10 minority group students, please skip to question 10.

Of the MINORITY GROUP students enrolled, what percent were enrolled in the following curricular programs:

- | | | | | |
|---|---------|---|---|---|
| a. Academic (transfer or preprofessional) | _____ % | A | B | C |
| b. Occupational (associate degree) | _____ % | A | B | C |
| c. Occupational (certificate) | _____ % | A | B | C |
| d. Continuing Education (Adult, special interest courses) | _____ % | A | B | C |
| e. Developmental, Preparatory, or Remedial | _____ % | A | B | C |

8. During the 1969-70 academic year in the TRANSFER program, what percent of your MINORITY GROUP students (full-time and part-time)

- | | | | | |
|---|---------|---|---|---|
| a. transferred to another college | _____ % | A | B | C |
| b. transferred to the OCCUPATIONAL curriculum | _____ % | A | B | C |
| c. withdrew for employment related to their schooling | _____ % | A | B | C |
| d. withdrew for employment not related to their schooling | _____ % | A | B | C |
| e. withdrew because of academic failure | _____ % | A | B | C |
| f. withdrew for other reasons | _____ % | A | B | C |

If your institution has no OCCUPATIONAL program, please skip to question 10.

*Those students who have Spanish surnames, are Black or American Indian

9. During the 1969-70 academic year in the OCCUPATIONAL program (degree and certificate), what percent of your MINORITY GROUP students (full-time and part-time)
- Accuracy
Estimate
- | | | | | |
|---|---------|---|---|---|
| a. transferred to another college | _____ % | A | B | C |
| b. transferred to the TRANSFER program | _____ % | A | B | C |
| c. withdrew for employment related to their schooling | _____ % | A | B | C |
| d. withdrew for employment not related to their schooling | _____ % | A | B | C |
| e. withdrew because of academic failure | _____ % | A | B | C |
| f. withdrew for other reasons | _____ % | A | B | C |
10. Is there a post-secondary technical-vocational school within one-hour travel time of your institution?
- YES NO
1 2
11. Please estimate the percentage of your student body who predominately use the following means of transportation to arrive at your institution:
- | | |
|----------------------------|---------|
| a. walk | _____ % |
| b. public transportation | _____ % |
| c. privately owned vehicle | _____ % |

Part II. SPECIAL PROGRAMS, COURSES, OR SERVICES FOR THE ACADEMICALLY DISADVANTAGED

The following questions relate to special programs, courses, or services which some institutions have developed as a consequence of recent national attention on the academically disadvantaged, i.e., on those students who do not normally qualify for degree programs.

- | | No. of
Minority
Group
Students | No. of
Other
Students |
|--|---|-----------------------------|
| 1. APPROXIMATELY how many such students are enrolled at your institution? (If none, please so indicate.) | _____ | _____ |
| 2. Has your institution: | YES | NO |
| a. developed a special <u>program</u> for the academically disadvantaged? | 1 | 2 |
| b. developed <u>courses</u> which could be classified as remedial or developmental? | 1 | 2 |
| c. developed special <u>services</u> , e.g., tutoring, counseling, financial aid for those who are academically disadvantaged? | 1 | 2 |

If the responses to all questions in item two (2) above were NO, please fold this questionnaire and return it in the envelop provided. If not, please continue.

- | | No. of
Minority
Group
Students | No. of
Other
Students |
|---|---|-----------------------------|
| 3. APPROXIMATELY how many students have you enrolled in a Special Program for the academically disadvantaged? (A program which is distinct from the <u>regular college program</u> ?) | | |
| | Fall '69 _____ | _____ |
| | Fall '70 _____ | _____ |

	No. of Minority Group Students	No. of Other Students
4. APPROXIMATELY how many students who are enrolled in the regular program are enrolled in developmental or remedial courses in addition to the regular programs? (Please do not include those in 3.)	_____	_____
(If your institution had no special program in the 1969-70 academic year, please skip to question 6.)		
5. Please ESTIMATE the number of students in the <u>special program</u> for the academically disadvantaged in the 1969-70 academic year who		
a. dropped out of school	_____	_____
b. transferred into:		
Transfer program	_____	_____
Occupational: degree program	_____	_____
Occupational: certificate program	_____	_____
Continuing education program	_____	_____
6. Which of the following items are included in programs and/or services for the MINORITY GROUP academically disadvantaged?	YES	NO
a. Recruitment teams	1	2
b. List of community contacts for "leads" to minority group students	1	2
c. Lower admissions requirements	1	2
d. Extra counseling and guidance	1	2
e. Special tutoring	1	2
(if YES, please identify the kinds of persons utilized as tutors)		
Regular faculty	1	2
Special faculty	1	2
Regular students	1	2
Advanced students in the program	1	2
f. Programmed instruction	1	2
g. Reduced course loads	1	2
h. Liberalized probationary or readmission practices		
i. Instruction in development of study skills	1	2
j. Special course in particular ethnic studies	1	2
k. Stress on communication skills	1	2
(If YES, please indicate particular areas)		
Reading	1	2
Writing	1	2
Speaking	1	2
Listening	1	2
Utilization of traditional English	1	2
Understanding of student's own dialect as a language system	1	2

i. Financial aid

(Please indicate sources and type of aid by circling as many as apply below.)

Source	Type of Aid					
	Scholarship	Guaranteed loan	Work Study	Co-op	Other	None
Federal	1	2	3	4	5	6
State	1	2	3	4	5	6
Institutional	1	2	3	4	5	6
Private	1	2	3	4	5	6

7. What (in your opinion) are the THREE MAJOR REASONS for attrition of MINORITY GROUP students?

(Circle three reasons only.)

- a. Inadequate motivation
- b. Inadequate academic ability
- c. Lack of parental support
- d. Disciplinary problems
- e. Inadequate institutional support of students
- f. Inadequate qualified administrative staff
- g. Lack of qualified faculty
- h. Inadequate finances (student)
- i. Inadequate finances (institution)
- j. Inadequate emotional stability of immaturity
- k. Lack of supportive peer relationships

8. Do you have any special instructional or training programs to assist your faculty to work with academically deficient students?

YES NO
1 2

Name of individual completing this questionnaire:

Title: _____

Phone number: _____ - _____ - _____